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“ . . . the unit for the elementary and the high school must be different, by the dictation of physical conditions governing a sparse rural population whose chief economic resource is farm property. It seems clear that if the rural townships studied here ever get good secondary-school instruction within driving distance of their homes, they will be helped to it by the state.”

Dr. Burnham's thesis is possibly somewhat overcrowded by its varied lines of interest, but it is very suggestive as an illustration of a study showing an unusual range of co-operation in its making.

The Bedales Record 1911-1912. Bedales School, Petersfield, Hants, England. 5s.

A coeducational boarding-school of elementary and secondary grades would be considered unusual anywhere, but in England it is especially noteworthy. Apart from the feature of coeducation the school has many remarkable characteristics and its annual record might well be taken as a model by headmasters, as it is not often that one is able to gain from a report so clear an idea of the movement of a school's life. Mr. Badley, who has made the school, was an associate of Cecil Reddie and Edward Carpenter in the founding of Abbotsholme, but left that school to organize one which should be more thoroughly democratic. The *Record* tells of new buildings, the organization of the staff, lecture courses, athletics, entertainments, and much else common to boarding-schools. Especial interest centers in the reports of the methods worked out whereby the school may escape that grave danger to which private schools are subject—the lack of outside expert examination and supervision. “There was an inspection . . . by no fewer than seven of the Board's inspectors, who examined every part of the work, both indoor and out, and every side of the school life with great thoroughness.” The fact of the inspection, voluntarily called for, and the publishing of the report indicates the co-operative and democratic spirit of the management.

One gains an impression of careful thought to provide machinery which shall free the life of the school along lines of natural development. Thus the “Merrie Evenings” provide a wide range of frolic and jollity in which evidently all parts of the school participate. Voluntary occupations have a large place in the Bedales educational scheme. The school is as well organized to forward these interests as it is to bring about the successful university examination records its students make. Among these occupations are architecture. One boy “has designed and drawn out plans and elevations of a house created by himself.” Another has made sketches “mostly specimens of the timber and brick or plaster houses” in the neighborhood. A third “has followed up the evolution of the chancel as shown in the examples of this neighborhood.” A new building has for its architect and builder old Bedalians who have become prominent in their professions.

Other lines are bookbinding, fire brigades (one for each sex), photography,

meteorology, entomology, the work of two orchestras, a choir, life saving, riding, shooting, skating, pets, boxing, fencing (compulsory for senior girls!), golf, fives, dancing, and excavating. The neighborhood contains many old Roman villas, some of which have already been worked out and reported. Others are now being excavated under the direction of an old Bedalian who has had his training, by the way, in the Massachusetts Institute of Technology and Cambridge University. Lines of fortification, walls, pottery, nails, glass, and bones have been found. There are excellent illustrations, also examples of serious and humorous work by students and members of the corps.

The alumni record shows men and women in valuable service throughout the British Isles, in India, Australia, South Africa, and British Columbia.

Newark in the Public Schools of Newark. A Course of Study on Newark: Its Geography, Civics, and History, with Biographical Sketches and a Reference Index. Prepared by J. WILMER KENNEDY, Assistant Superintendent of Schools. Published by the Board of Education, Newark, N.J.

"The helpful kind of patriotism is the kind that grows out of a knowledge of one's town, of her growth, her people, her government and her needs." "Newark has been studied in the schools for several years. It now occupies a prominent position in the curriculum. The important place now given it is due to the rapid growth among our citizens in recent years of interest in the city's welfare, beauty, and healthfulness." These extracts are from an introductory note by the city librarian, John Colton Dana, who has been no small factor in the social progress of the community during the past decade.

One section of the book is given to Geography for grades 3A, 4A, and 7A. In the last named grade the divisions are Newark "(a) as a type of the manufacturing and commercial city, (b) as part of New York and the Metropolitan District in New Jersey, (c) as offering special advantages for residence and trade."

Part II deals with Civic Hygiene and Civics for grades 4B, 4A, 5A, and 5B, with syllabi on the "Sanitation of the School," "Experience of Other Cities in Cleaning Streets," "Parks," "Playgrounds," "Pure Food Laws," "Labor of Women and Children," and "Quarantine."

For grades 6B, 6A, 7B, 7A, 8B, and 8A are prepared syllabi on "The Community as a Social Group," "Patriotism," "Government as an Organized Community Action," "Billboard Nuisance," "Shade Trees," "What Taxes Do," and similar subjects. There is an outline of the city government including a discussion of Government by Commission.

Part III is entitled "Biography, History and Literature." "Historic Spots," "Leading Events," and "Literary Landmarks" are included.

There is an excellent index which shows the encyclopedic range of topics accessible for study.